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Adult Student Personnel Association, Inc.

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The theme of this convention was counseling the adult student. Jerrold I. Hirsch, the convention chairman, introduced the theme, and presented briefly a report of a six-year study on higher adult education calling for further expansion of existing educational opportunities for adults. Robert Moseley summarized the extent of student personnel services presently available to evening students. The keynote address was presented by Alan B. Knox, who discussed interrelationships between counseling and program development for the adult student. Kathryn S. Randolph concerned herself with the nature of the adult student, who he is and his special problems. Goldie R. Kaback presented two papers, one discussing problems and procedures in training counselors for adults, and the second, exploring implications for counseling adults. Peter Meyer addressed himself to the ideas and challenges involved in counseling adult students. (BP)

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ADULT STUDENT PERSONNEL ASSOCIATION INC.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CONVENTION PROCEEDINGS

Sixth Annual Convention—March 1-3 , 1968

The Laurels Hotel and Country Club
Monticello, New York

COUNSELING THE ADULT STUDENT

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PROGRAM

Friday, March 1

2:30 p.m. Registration at the ESPA Hospitality Desk

3:30 p.m. Executive Board Meeting

7:00 p.m. Opening Banquet

Presiding: Dr. Emerson Coyle, President
Brooklyn College
City University of New York

Remarks: "The 1968 Convention Workshop"
Mr. Jerrold I. Hirsch
Convention and Program Chairman
Nassau Community College

8:45 p.m. Student Personnel Services Available To Evening Students

Presenter: Dean Robert Moseley
Dutchess Community College

Introduction: Mrs. Jean Rockwell Smith
Rider College

10:00 p.m. Dancing and Showtime

Saturday, March 2

8:30 a.m. Breakfast

9:00 a.m. Late Registration at the ESPA Hospitality Desk

10:15 a.m. Keynote Address Interrelationships Between Counseling and Program Development

Presenter: Dr. Alan B. Knox
Professor of Adult Education
Teachers College, Columbia University

Introduction: Dr. Emerson Coyle
Brooklyn College
City University of New York

11:00 a.m. Nature of the Adult Student

Presenter: Dr. Kathryn S. Randolph, Director
Minnesota Planning and Counseling Center
University of Minnesota

Introduction: Dr. Martha L. Farmer
City College
City University of New York

12:00 noon Workshop No. 1

1:00 p.m. Luncheon

The Sixth Presentation of the Bernard Webster Reed Memorial Plaque

2:00 p.m. Annual Business Meeting

3:00 p.m. Training Counselors for Adults

Presenter: Dr. Goldie R. Kaback
Professor of Education
City College
City University of New York

Introduction: Dr. Martha L. Farmer
City College
City University of New York

4:00 p.m. Workshop No. 2

6:30 p.m. Complimentary Cocktail Party

7:30 p.m. Dinner

10:00 p.m. Dancing and Showtime

Sunday, March 3

8:30 a.m. Breakfast

10:00 a.m. Implications for Counseling Adults

Presenter: Dr. Goldie R. Kaback, Professor of Education
City College
City University of New York

10:45 a.m. Workshop No. 3

11.45 a.m. Counseling Adult Students

Presenter: Dr. Peter Meyer
Queens College
City University of New York

Introduction: Mrs. Jean Rockwell Smith
Rider College

12:45 p.m. Workshop No. 4

1:30 p.m. Luncheon

THE 1968 CONVENTION WORKSHOP

Mr. Jerrold I. Hirsch
Convention Chairman
Nassau Community College

"Counseling the Adult" is an area that has not received its fair share of attention. By the year 2000 the biggest business in the nation will be higher adult education if current patterns continue. Current estimates indicate a national total of nearly 22 million registrations in higher adult education programs by the end of the century--a growth of more than 250 percent.

This statement is based on a six-year study, "Higher Adult Education, Its Present and Future," just released by the Association of University Evening Colleges and the National University Extension Association. The growth of higher adult education is proceeding at a faster rate than that of undergraduate study, and is far exceeding predictions of a similar study published three years ago.

This six-year report is a compilation and analysis of program and registration data provided annually since 1960 by 233 of the colleges and universities throughout the nation. The report is authored by Philip E. Frandson of the University of California, Extension at Los Angeles, who is chairman of the joint AUEC and NUEA Committee. Other committee members are: Gayle Childs of the University of Nebraska, Howell McGee of the University of Oklahoma and Frank Neuffer of the University of Cincinnati. The toal number of all programs offered in higher adult education institutions has increased 26.8 percent.

The study graphically focuses attention on the importance of sound, long-range plans for expanding needs in higher adult education by stating that, "...there is an urgent need for coordinated planning on a local, state and national basis concerning matters of staffing, financing, construction of facilities, evaluation, and above all farsighted programing, as to the content and techniques alike, to provide the cultural, professional and scientific learning requisite to maximum development of the intellectual resources of the nation."

The Center for the Study of Liberal Education for Adults in cooperation with the New England Board of Higher Education, conducted a week-long program at Chatham, Massachusetts in May 1965 devoted to "Adults in Transition."

Commission XIII of the ACPA conducted a pre-convention workshop concerned with counseling the adult at the Baker Hotel in Dallas, Texas on March 17 and 18, 1967.

I am especially grateful to those members of Commission XIII who are ESPA members as well, for making our program on counseling the adult possible.

We will be considering:
(1) the nature of the adult student
(2) training counselors for adults
(3) implications for counseling adults
(4) counseling the adult student

I do hope that the experiences of this convention will motivate you to explore those techniques, tools and knowledge in your chosen fields!

STUDENT PERSONNEL SERVICES AVAILABLE TO EVENING STUDENTS

Mr. Robert Moseley
Dean, Evening Division
Dutchess Community College

Good evening ladies, gentlemen, and educators. I don't think that I would be absolutely honest if I indicated that I am truly happy to be here in front of you tonight, but I am honored to have this opportunity to discuss briefly with you some of my basic tenents about the evening (part-time) student.

The topic of my discussion as noted in the program is "Student Personnel Services Available to Evening Students." It really started a year ago in this same hotel at the Fifth Annual Convention of the Evening Student Personnel Association. I was approached by the outgoing president, Jerrold Hirsch, and then by the new president, Emerson Coyle, about accepting some committee assignments with the Association. One of these assignments was to work on research projects having to do with the evening student. Being rather naive and not too bright I accepted and became involved in the study that brings me before you this evening.

I must also admit to some rather selfish reasons and to some sound professional reasons. I am now in my eighth year of working quite closely with and for the evening (part-time) student. During that period of time our evening program has grown from one secretary and myself working with 500 students to four plus secretaries and two professional employees working with 1,500 students. During this eight-year period I have reached some conclusions about our students and I thought such a survey would help me to prove or disprove these conclusions.

I have concluded that evening students are interested in honest factual information concerning themselves, their opportunities and their potentialities. They are not interested in "pie in the sky," but are most anxious to receive an honest return for their time and money. When they enroll in a course they wish to have the objectives, guidelines and regulations spelled out for them. I recently had a discussion with a student about two courses which he had just completed. He had done poorly in the course which was loosely structured and in which the instructor talked in vague generalities. In the second course, which was more difficult, the instructor was very demanding, but was well organized, and the students knew the requirements and what the objectives were. The student received a D in the less difficult course and a B in the more difficult course.

I also recall a discussion I had five or six years ago with a student who was disturbed that her instructor had met them the first night of the class, taken the roll, given them an assignment, told them where to procure textbooks and sent them home. She felt cheated that she had traveled to and from the college and wasted an entire evening. This faculty member, incidentially, is still with us as a department head and one of his first dictates to a new faculty member is that he be fully prepared to present a full lesson starting with the first class.

I am also convinced that we have to break down many misconceptions about college that are rather firmly implanted in the minds of many of our prospective students. I continue to receive telephone calls and talk to individuals who inquire about a course or courses they can take to become ____________________. I am then faced with the difficult problem of attempting to explain to them that a course really prepares them for nothing but is merely one of many steps on the pathway to becoming ______________. I am sure that the more intelligent and thinking ones come to understand that an instructor who is worth his salt takes the raw human material and hopefully helps it along the pathway to becoming a more beneficial, productive and contributing member of society.

These thoughts and my personal optimism concerning the worth of human beings and my desire to contribute in some small way to the benefit of individuals through education are the reasons I am in this business and why I undertook this assignment. I suspect that it is now time I stopped philosophising and moved right into the real core of my topic.

Before the end of the conference last year we reached some vague conclusions about studying the services that are available to the evening (part-time) student. You will note that I continue to use the term part-time as well as evening and that is due to the structure of the institution where I work. Our office has the responsibility for all part-time students regardless of when they attend classes. All full-time students are the responsibility of the office of the Dean of Students.

In conducting the survey, Dr. Farmer has been most helpful in the reviewing of materials and in giving advice concerning the questionnaire. The work of preparing cover materials, mailing and compiling has been done by my office staff and myself. The format of the questionnaire had been fully established early last November and on the 17th of that month a copy of it, a cover letter and a return card were mailed to approximately 200 two- and four-year colleges. Prior to Christmas the replies began to come in and they are still coming in. In fact, I received one yesterday and that strikes me as rather normal procedure for educators--

three months to respond to a letter! The figures that I have regarding responses will not, I fear, be accurate as to numbers because of the fact that some negative replies have been received during the past week.

I had 20,000 questionnaires printed prior to Christmas and then panicked for fear that that number would be insufficient. In fact, I cut most requests by 50 percent and told the schools that we were interested in a sampling and that there was no need in surveying the entire student body. Twenty-two schools, including Dutchess, indicated that they would participate in the survey and nine of these requested questionnaires. We used up about 17,000 and I have assumed that the remainder used mimeographed materials. Twenty-seven schools would not participate.

Early replies from school officials indicated that we had not explained the purpose of the survey with sufficient clarity. They did not understand that we were interested in what the students knew was available rather than in what was actually available. However, I was sure I read behind the lines in some of the letters a concern on the part of some school officials about the students learning what could, and perhaps should, be available.

At Dutchess we submitted the questionnaire to our students during registration for the spring semester. Since that time we have also received results or completed questionnaires from four of the other participating schools. (Summary sheet handed out.)

The sheet that has just been handed to you is a numerical and percentage summary of the tabulated results from these schools. The top number is the number of students responding at each of the five institutions. The next number is a code for the colleges as follows: #1 a four-year college in New York City; #2 Dutchess which is a two-year college in the city of Poughkeepsie; #3 an Ag & Tech Institute in an urban area; #4 an upstate rural area community college; and #5 a small four-year college in northern New Jersey.

The two columns under each college indicate the number of students at each institution who were aware of the service, and the percent this number is of the total number responding. The questionnaires from schools #2, 3, and 4 were all tabulated by our office. Schools #1 and 5 were kind enough to tabulate their own questionnaires but failed to forward a listing of comments from question 4. I have not had the time to compare the figures on this chart with those questionnaires completed by the school officials.

(Summary sheet handed out.) The sheet you now have in your possession is a summary of the comments listed under #4 on the questionnaire. There is an error at the top of the page as the comments are only from colleges 2, 3, and 4. You will note that I have attempted to list them in general areas under one major topic but was forced to place a goodly number of them under miscellaneous on page 3. You will also note that we did not ask for nor did we receive many comments about instruction, courses or curriculums. We were interested in and requested information regarding services on the college campus.

I am not sure that we have proven anything with the survey to date except as we can analyze the services on our respective campuses. I was quite surprised to note that such a large number of the students on our campus were unaware of the following facilities: Bookstore--31 percent; Cafeteria--29 percent; and Snack Bar--42 percent. However, we submitted the questionnaire to everyone whether or not they had been previously registered with us. (Spring registration was held in the college cafeteria.) It does seem to me that the survey or any such study will prove of real worth only as we use its results for the positive improvement of the services to our students.

Thank you for your kind attention to my overly long dissertation on this topic. I will be most happy to attempt to answer any additional questions you may have.

PERSONNEL SERVICES SUMMARY

Total students responding	518		772		1803		1370		270	
Colleges	#1		#2		#3		#4		#5	
	No.	%	No.	%	No.	%	No.	%	No.	%
(1) PERSONNEL SERVICES										
Placement	144	29	287	37	392	22	379	28	120	44
Psychological Counseling	112	22	77	10	189	10	171	12	39	14
Curricular Guidance	330	64	482	63	749	42	645	47	133	49
Financial Aid	286	56	296	38	266	15	480	35	93	34
College Orientation	198	39	133	17	237	13	242	18	111	41
Student Activities	280	54	428	55	326	18	177	13	153	57
Testing	64	12	113	15	203	11	267	19	51	19
Other	21	4	16	2	46	3	47	3	4	1
(2) DEGREES										
AA	211	41	462	60	357	20	596	44	204	76
AS	128	25	357	46	378	21	660	48	51	19
AAS	169	33	407	53	651	36	679	50	18	7
BA	462	90	78	10	188	10	106	8	190	70
BS	476	92	62	8	141	8	95	7	230	85
(3) COLLEGE SERVICES										
Emergency Phone	93	18	317	41	469	26	1255	92	82	30
Student Union	105	20	189	24	70	4	1070	78	140	56
Business Office	143	28	364	47	579	32	1329	97	135	50
Doctor	144	28	53	7	252	14	90	7	18	7
Library	311	60	666	86	1127	63	471	34	240	89
Parking	195	38	691	90	1169	65	923	67	235	87
Bookstore	425	86	532	69	1238	69	1165	85	200	74
Nurse	69	13	86	11	322	18	712	52	24	9
Cafeteria	435	81	551	71	735	41	968	71	58	21
Switchboard	83	17	337	44	266	15	436	32	75	28
Snack Bar	392	72	444	58	1071	59	691	50	108	40
Other	26	5	12	2	14	1	24	2	--	--
(4) SERVICES ADEQUATE										
YES	294	57	606	78	1407	78	1079	79	215	80
NO	140	27	30	4	240	13	138	10	21	8
Comments	--	--	46	--	255	--	105	--	--	--

SUMMARY OF COMMENTS
(Colleges #1, 2, 3)

1. REGISTRATION (117)

Pre-registration by mail (46)
Better registration procedure (38)
Indoor registration lines (11)
Early registration (5)
Registration stinks--lines too long (4)
Matriculated students register by mail (2)
Alphabetical registration
Charge plate system for continuing students "enroll" now pay within a week
Different registration
Longer registration hours
More concise directions for registering by mail
More suitable registration
Pre-registration during class preceding semester
Registration during day hours
Registration lines too long
Split registration
Two pre-registration nights per semester

2. COUNSELING, GUIDANCE AND PLACEMENT (49)

More counseling (26)
Counseling as to things available to every student (9)
Placement for evening students (6)
Improve guidance appointments system (2)
Aptitude testing
College orientation, curricular guidance, placement and counseling
More evening guidance
More people for curricular guidance
Psychological counseling should be available at night
Telephone guidance for night courses

3. BOOKSTORE (41)

More bookstore hours (36)
Bookstore open on Saturday (2)
Bookstore open on Friday (2)
More bookstores or branches

4. PARKING (34)

More parking (27)
Parking areas blocked off
Parking closer to buildings
Parking area unmarked and miles away from classroom
Parking lot--too far away
Turn on lights in LOT--someday someone will get mugged

Too much area allocated to staff parking; student areas inadequate to accommodate enrolled students. Students support school, not staff.

5. FOOD (34)

Coffee machines in administration building, snack bar in academic buildings (19)
More coffee or other hot drink machines in buildings (5)
Cafeteria services are extremely poor (3)
Better eating facilities needed
Cafeteria has a food preparation and logistics problem--the food is badly cooked and poorly served
Coffee and snacks should be available on registration days
Coffee facilities outside during registration
Hot meals--especially at registration time
Snack bar should be open until 10:30 p.m.
Wider variety of food in cafeteria at night.

6. ADVANCED DEGREES (26)

Four year program (25)
Degrees up to MBA

7. TELEPHONE (23)

More public phones in and out of the college (19)
Switchboard should be left open (4)

8. DOCTOR OR NURSE (11)

Doctor or nurse for evening students (10)
Hospital needed

9. BUSINESS OFFICE (8)

Longer hours (2)
Open (6)

10. LIBRARY (7)

Hours extended (4)
Open at night and on Saturday (2)
Person available with authority to discuss business office matters

11. SOCIAL (7)

More social activities (5)
Evening social functions
More student activities, social

12. TEACHING (6)

Tutoring (3)

Coordination of notices and information lacking--instructors generally uninformed
Instructors should have office hours
More qualified teachers--ones that don't sleep

13. PHYSICAL EDUCATION (5)

Recreation (gym use) (3)
Permanent physical education schedule should be available
Recreation (extra help)

14. MISCELLANEOUS (38) NO OPINION (4)

VA office (2)
Added curriculums available in the evening
Better classroom facilities, adequate chairs
Better explanation of certificate programs
Better informed evening students
Bulletins mailed to homes
Call when classes are cancelled
Chance for an evening student to switch to day classes. I was once refused on what I felt to be unjustified grounds.
Closing of snack bar to insure large crowd at poor Lyceum Series programs.
Communication
Course changes
Course textbooks changed too frequently
Electric water coolers
Excellent
Extended services of what we do have
Insufficient equipment for student use in Electronic Data Processing Course
Make ID cards available for non-matriculated students
More posters listing what is available
More prompt reporting of grades and preparing of transcripts.
Most services close too early: administration building, bookstore, business office, snack bars.
Not necessary to add services--improve those available
Office for Evening Student Council
Overhead projectors, transparencies, more comfortable chairs
Personnel services should be made known to each student
Poor road lighting
Police at night on campus
Post services in bulletin
Services available--how can I find out
Services offered not advertised enough
Student Council Evening Division--what happened to it?
Student graduates or working students should be polled regarding course improvement
Stereo, records, concerts by known artists
Up-to-date transcripts

Keynote Address

INTERRELATIONSHIPS BETWEEN COUNSELING AND PROGRAM DEVELOPMENT

Dr. Alan B. Knox
Professor of Adult Education
Teachers College
Columbia University

The focus of my remarks is on the future of continuing higher education as it relates to evening student personnel administration. During the past decade there has been a marked and much needed expansion of student personnel services within higher education extension divisions and evening colleges. However, in higher education institutions, evening classes began without student personnel services for the adult, part-time student.

Typically, student personnel activities in the evening college developed around registering the part-time students, and giving information to those who showed up, who thought that this was where they wanted to be and knew enough about the institution to find their way to somebody's office. It was typically assumed that the other student personnel functions for full-time students were being provided for the adult, part-time student by family, church, and community groups and that the basic registration services were all that could be justified.

I am assuming that future developments in evening student personnel administration will be influenced by two factors, one of which is the leadership that you will give as professionals associated with ESPA. Secondly, I believe that future developments will be influenced by trends in continuing higher education. Because your entire convention is devoted to the evening student personnel administration leadership role, I will concentrate my remarks on continuing higher education trends and their implications for evening student personnel administration.

Regarding trends in continuing higher education, I think that most of you are familiar with some of the extensive efforts to identify trends in the field such as Houle's Major Trends in Higher Adult Education or Liveright and Goldman's more recent Significant Developments in Adult Higher Education, both monographs published by the Center for the Study of Liberal Education for Adults. For the present purpose I will refer only to the few trends that I consider most relevant to evening student personnel administration.

The first trend is a shift that I see nationally of credit courses back to the day division. I think that most of you know that the creation of a division to handle credit courses for the part-time student occurred at a time in which many institutions were reluctant to offer or make available in any workable way credit courses for the part-time student.

Within the last decade there has been an increasing number of deans and presidents who are saying, "We need a separate director of the evening division for credit courses as much as we need a separate director of morning classes or afternoon classes; or we need a separate person as director of summer sessions as much as we need a separate director of the fall semester or a separate director of the spring semester. We can see, increasingly, the importance of our regular credit degree program serving not only the full-time students who are attending, but also the part-time students. The problem of a department chairman or the dean trying to coordinate his faculty and his subject matter offerings, where he has control of the day program, but somebody else is 'in the act' with the evening program, is cumbersome, and it is just not worth it any more. We know that this may create some problems with the adult, part-time student, but in terms of our primary concern for the faculty, and planning within an institution, and so on, we just can't tolerate this arrangement any more, and on a certain date all credit courses will be under the domain of the departments and the colleges that are involved."

I am not at this point trying to suggest whether this is desirable or undesirable, but I can identify a dozen institutions around the country where, in the last decade, this has occurred, and many more that are in the process of discussing this at the present time. I am suggesting, in short, that it's a trend (and like the newspapers I don't make the news--I'm just trying to report it).

The second trend is the rapid expansion of programs of continuing higher education that are especially for adults. I don't need to elaborate this any more than I did the earlier trend. I am talking about the non-credit programs, the programs that have no counterpart in the full-time credit and degree program in the day time, the conferences and institutes, short term non-credit courses, workshops, and the like.

The creation of special degree programs for adults whether at Oklahoma, or Johns Hopkins, or New York University, or Syracuse University represents an interesting development, a credit and degree program, but one that is fashioned especially for adults and doesn't have any counterpart in the day colleges. In most instances, the special degree program does not work within the same demands and constraints that apply to the baccalaureate program of the college of business administration or any other college within the university where the orientation of faculty is toward a program for full-time students who have just left high school and who are 18 to 25 years of age. There has been a rapid expansion in non-credit programs, and credit programs especially for adults, that don't have any counterpart in the day program, so that the issue of coordination with the day division is not so great.

The third trend overlaps these first two, to some extent, and that is the emergence of complex, continuing education divisions. Again, looking at this historically, there were in the early days units for the adult part-time student in a college or university that were exclusively devoted to correspondence instruction or exclusively devoted to a public lecture series or exclusively devoted to the offering of day credit courses in such a way that they were acceptable to the part-time student.

Over a period of time there has been a tendency for the continuing education divisions of colleges and universities to include two or three or four or five units that may focus on very different sorts of activities and be organized on different bases. This creates problems of interrelationships between the credit and non-credit programs due to the fact that within the same overarching division at times there are on the same topic both day credit courses in the evening, and non-credit programs of various sorts. In many instances, these different parts of the continuing education division are servicing some of the same individuals. The same adult may participate at one point in time in a non-credit course that may be co-sponsored by a professional association or by his employer, and at another time may take a credit course or two. In some instances that's all, but in other instances he may work toward a degree as, for example, an engineer who will take a master's degree in business administration on a part-time basis in the evening.

The point that I am trying to stress is that not only are our continuing higher education divisions becoming increasingly complex with different departments or bureaus within them, but that each bureau is not servicing separate populations. They are in many instances serving many of the same individuals in somewhat different settings and from the standpoint of evening student personnel the interrelationships between these bureaus are important. This discontinuity is one of the unfortunate results of the move to take a major portion of educational programs for the part-time student (I am thinking of the credit and degree programs) out of the extension division and decentralize them by spreading them throughout the entire institution.

Another problem that relates to this trend toward the development of more complex divisions of continuing higher education has to do with the criteria for their organization. In some instances the criterion of organization (in terms of the program administrative staff within the extension division or evening college) is on the basis of subject matter--one person looks after business administration, another person looks after education courses, etc. In other instances, the criterion of organization is the format of instruction--one person looks after evening classes, another person looks after conferences and institutes, and a third person looks after correspondence courses. In other instances the criterion is geographic, and in a state university one person typically looks after programs that are located within the campus community, another person looks after the eastern region of the state, and a third person looks after the western region of the state; sort of like the county agents in Cooperative Extension Service. In other instances the extension division is organized in terms of target populations, and one person is concerned with continuing education for women, another person is concerned with the aged, and a third person is concerned with people in certain professional groups.

What I am trying to do at this point, is to illustrate the relatively great complexity not only in terms of credit and non-credit programs, but also in terms of other ways of subdividing the extension division or the evening college.

The fourth trend that I would briefly identify has to do with efforts to reach the unready. The orientation of continuing higher education has been almost exclusively one in which it is assumed that there are people there who need us, here we are, come and get it. Yet, increasingly, there has been concern on the part of some people in continuing higher education who say, "There are the ready, the people we have been serving before, and there are the unready, the people whose needs and aspirations very much relate to what we have to offer but if we are to service them, we have to take a somewhat different approach. They are not ready to deal with us on our terms, but if we are willing to modify somewhat the location, and the basis for initial participation in our program, and the way in which the educational program is organized in terms of the days of the week on which it meets or the availability of library sources; then we will be able to reach a target population that we would very much like to reach, but that we are not going to reach in the very near future, using the procedures we have used in the past."

As you look at some of the educational programs that have been funded in part with the funds from Title I of the Higher Education Act you can see efforts of continuing higher education divisions of community colleges, colleges, and universities as they explore the question of how to go about reaching the unready.

The fifth trend that I would like to refer to has to do with the relationships between your continuing higher education division and the agencies of other educational institutions, the adult education agency or unit of other educational institutions, (such as colleges and universities, the public schools) and with continuing education units that are not associated with educational institutions (for example, the professional associations, or employers, or the military).

The basic assertion that I would make here is that there is increasing linkage being established between the college or university continuing education division and professionals in other types of units that are concerned with continuing education. Let me illustrate this very briefly with one example for each of these two relationships, one with other educational institutions and a second with non-educational institutions.

Interrelationships with other educational institutions is illustrated by the decision making tree in Figure I. The type of decision that is illustrated by this diagram is one that might confront a program administrator, someone in a counseling office, of a continuing education division when a request comes from a group in the community that asks, "We would like a course on a topic." The initial question

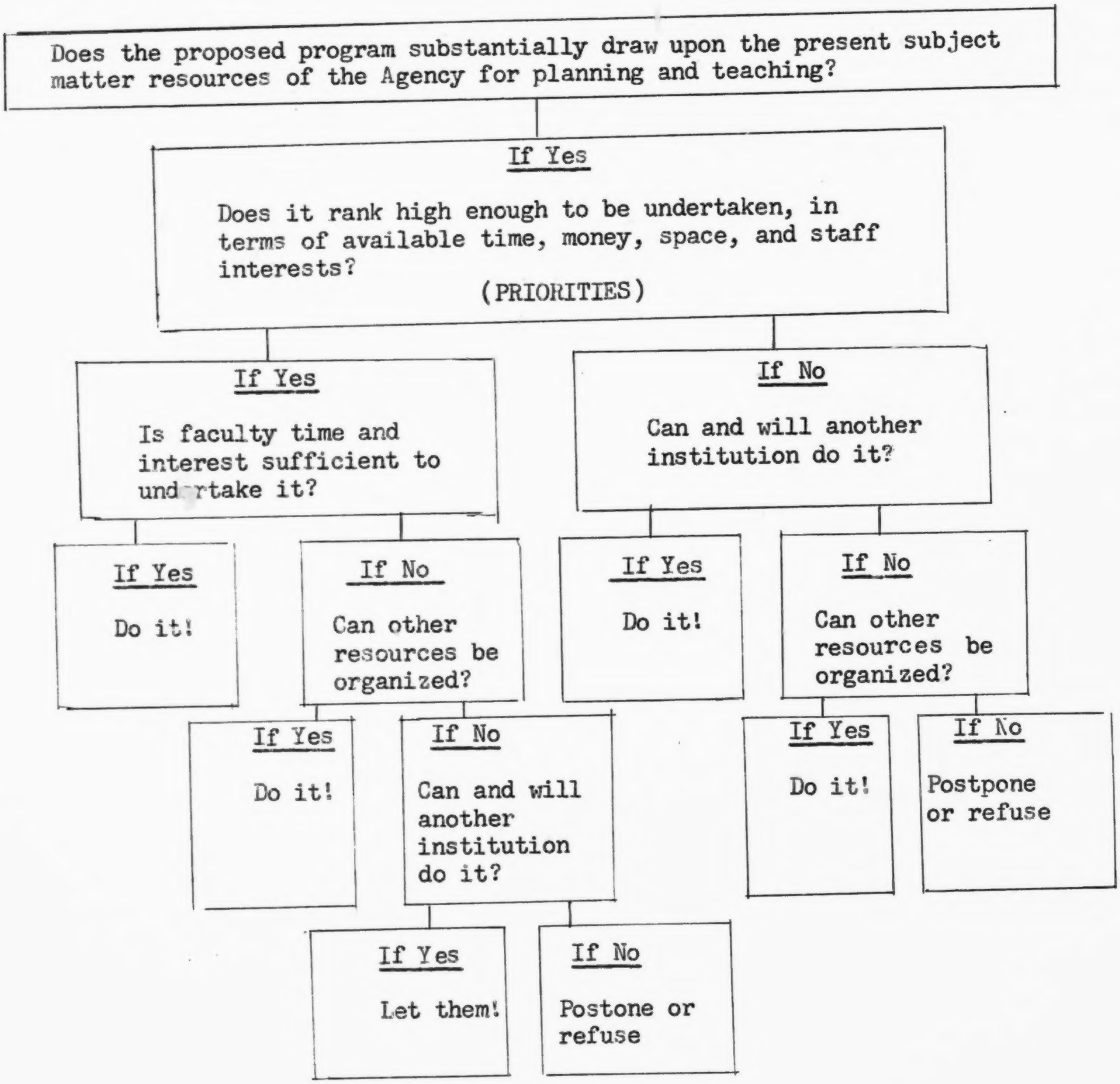
Figure I

DECISION MAKING FLOW CHART

The question that initiates the series of decisions alternatives in this illustration, deals with a request or opportunity for an adult education program, that falls outside of the existing program and policy of the agency. It is assumed that a prior decision has been made that the request or opportunity is valid and important, that the need or problem is shared by a substantial number of adults, and that some one or agency should develop or offer an educational program related to the request or opportunity.

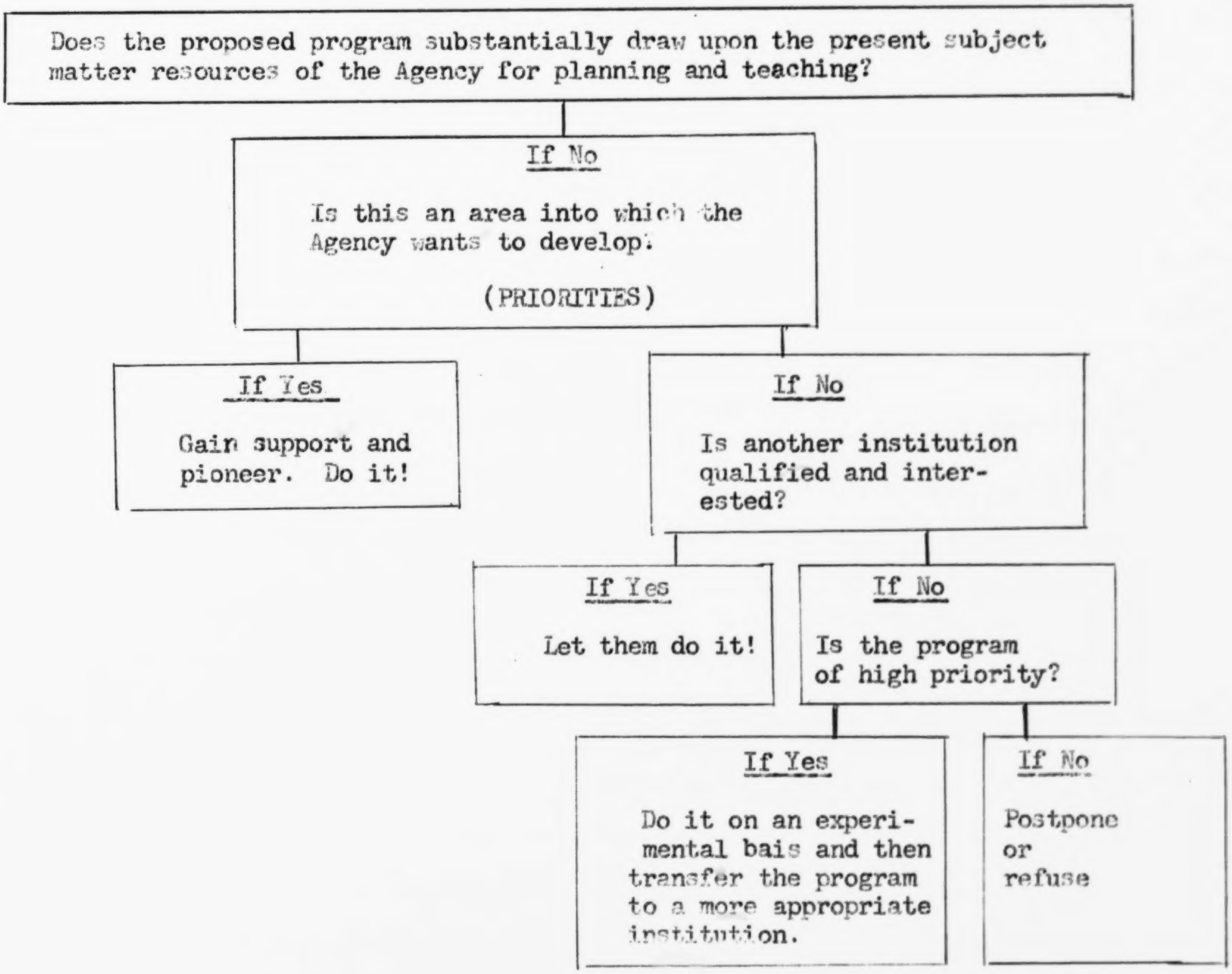
DECISION MAKING FLOW CHART (A)

for Selection of Requests or Opportunities for Adult Education Programs Outside of the Agency Existing Program and Policy (Positive Initial Response.)


Does the proposed program substantially draw upon the present subject matter resources of the Agency for planning and teaching?
If Yes
Does it rank high enough to be undertaken, in terms of available time, money, space, and staff interests?
(PRIORITIES)
If Yes
Is faculty time and interest sufficient to undertake it?
If No
Can and will another institution do it?
If Yes
Do it!
If No
Can other resources be organized?
If Yes
Do it!
If No
Can other resources be organized?
If Yes
Do it!
If No
Can and will another institution do it?
If Yes
Do it!
If No
Postpone or refuse
If Yes
Let them!
If No
Postone or refuse

DECISION MAKING FLOW CHART (B)

for Selection of Requests or Opportunities for Adult Education Programs Outside of the Agency Existing Program and Policy (Negative Initial Response.)


Does the proposed program substantially draw upon the present subject matter resources of the Agency for planning and teaching?
If No
Is this an area into which the Agency wants to develop?
(PRIORITIES)
If Yes
Gain support and pioneer. Do it!
If No
Is another institution qualified and interested?
If Yes
Let them do it!
If No
Is the program of high priority?
If Yes
Do it on an experimental bais and then transfer the program to a more appropriate institution.
If No
Postpone or refuse

is, "Does the proposed program substantially draw upon the present subject matter resources of the institution to which the request is given?" The decision tree can be simplified for illustrative purposes, so let us assume that there are just two answers here, either yes or no. Either we currently have the resources (including the faculty and the library), or we do not.

If the answer to this initial question were yes, then there is another question that might be raised, and that is, "Does this request rank high enough to be undertaken in terms of available time and money and staffing?" This is a question of priorities, in short. If the answer to this is yes, the next question is, "Is the faculty time and interest sufficient to undertake this?" If the answer to this is yes, then do it. If the answer to this is no, then the next question might be, "Can other resources be organized?" If the answer to this is yes, then do it; if no, then the next question is, "Can another institution take this on?" This is a legitimate request, and if the answer to this is yes, let them do it. If the answer is no, then you have to postpone or refuse.

If the answer to the first question is yes, (we do have institutional resources that bear upon this) but the answer to the priority question is no; then the next question is, "Can and will another institution do it?" If the answer to this is yes, fine; have them do so. If the answer is no, then we should ask, "Can other resources be organized to do it?" If yes, do it; if no, then you have to postpone or refuse.

Now returning to the trunk of this tree again, if the answer to the initial question were no, then the question should be raised, "Is this an area into which the institution wishes to delve?" Many of the present universities have programs for full-time day students that started as activities within the extension division. It was only after a few years of exploratory work that people said, "This is too important to be done only on this basis and we are going to have a program for full-time students in library science or in social work so let's establish a college on a full-time basis to do so."

If the answer to the previous question is yes, then go ahead and pioneer and do it. If the answer to this is no (we don't have the resources now and we really should not develop them), then the next question is, "Is another institution qualified and interested?" If yes, let them do it. If no, "Is the program of high priority even so?" If the answer to this is no, then postpone or refuse, but if it is yes, then raise the possibility of doing it on an experimental basis and then attempt totransfer the program to a more appropriate institution.

My reason for going through this little decision making flow chart is to illustrate, in a way that I find helpful, a way of thinking about the relationship between a request that comes to your institution and the programs of other institutions in the community that are concerned with continuing education for adults.

The second type of relationship that I see shifting over recent years is between continuing education divisions of colleges and universities, and units concerned with continuing education in non-education institutions.

There is an increasing number of instances in which educational programs are co-sponsored, between the college or university extension division and a professional organization or an employer. Increasingly, the contact person in the association or organization has some background in education, and an interest in the continuing education of his people (such as union members or members of the professional association). This person has the people and a fair amount of information about their concerns and their needs for educational programs. What he is looking for is resources--library resources, laboratories, instructional personnel, etc. The program administrator in the community college, the college, or the university has the educational resources and he is trying to get together with somebody. What he needs is people--people who are concerned and who want to continue their own education. This makes an ideal merger, an ideal point of collaboration between the two.

The final trend within continuing higher education is centered on the program development process. I am using this term to refer to the variety of activities that are central to the development of educational programs for adults, particularly instances in which you are not just taking an existing program, (a credit course for full-time students) and warming it over and providing it in some slightly adapted form in the evening. I am talking particularly about the non-credit programs and also about some of the special degree programs for adults.

The activities that are included within program development include clientele analysis, (trying to get a better understanding of the background, needs, and abilities of the potential students), the identification and selection of objectives, the selection and organization of learning experiences, and evaluation.

I am suggesting further that this program development process can occur in any one of a number of different settings. It can occur in the individual setting as illustrated by correspondence instruction or the University of the Air where this is televised through mass media, or on a one-to-one basis where the teacher would be working with one music student at a time. It can occur in a temporary group setting that we are all most familiar with, where a group of people who don't know each other get together for fifteen weeks in a classroom with one instructor and go through a plan of study. It can occur in an organizational setting which would be illustrated by in-service training by people who are teachers in the same school system or all managers in the same company. These individuals, before the educational program ever starts, have had a history of interaction with each other, that is a major factor not only in terms of effectively designing the educational program, but it is in this same social setting that the results of this educational program are to be applied and are to be taken into account in establishing objectives as well.

It can occur in the community setting in which you are working with a number of people with quite different organizational backgrounds (labor, management, different religious groups, and governmental organizations) who are trying to come together and deal not only with the concerns with which they work internally in their circle of friends and acquaintances but those issues that are at the point where they come together, (or don't come together in some instances).

I am suggesting that the degree of coherence and sophistication with which people in continuing higher education approach the programming task is becoming greater especially as their concern for the non-credit programs and the special degree programs for adults are coming to the fore. The program administrators in today's extension division or evening college are doing more than signing people up to teach courses in the evening and trying to keep track of the paper work.

My concluding remarks have to do with the implications of these trends in continuing higher education that I see for evening student personnel administration.

The first implication that I see is the necessity of having something like an adult consultation center or adult counseling center or adult information center (whatever you want to call it) as a single door to the institution for the adult, part-time student. With the adult education division becoming more complicated, and the university or the community college itself becoming more complicated; the decentralization of credit courses back into the institution has increased the ease with which the faculty and administration of an institution can deal with the adult education program.

The only person it isn't easier for, is the adult student. It is becoming increasingly difficult for the adult student to find his way around the maze of the extension division or the evening college let alone find the courses he is eligible to take as a part-time student, that are being handled almost exclusively at the department or the college level.

It seems to me that the only solution is to have some location where the potential student can go to obtain the information that he needs and the assistance that he needs in developing some sense of his own plan of continuing education, and the scattered resources that exist within the institution that can contribute to this--library resources, courses, consultation with individual faculty members, projects, and other activities that are going on.

The second implication for evening student personnel administration grows directly out of the first. This consultation center should be looked upon as providing a two-way flow of communication, not only to provide information to assist the learner in developing his own personal plan of continuing education and in locating the resources within the institution that can make this viable; but also, (and perhaps equally as important) to assist in the program development process by collecting in a systematic way information about the part-time student with whom the people in these consultation centers may come in contact, and by passing this information along in a systematic way to the program administrators, the faculty, and others within the institution who are concerned with improving the existing programs and with developing new and different programs.

Such a consultation center provides a vital way in which to keep the continuing education program on the track, to be sensitive to the concerns of various segments of the adult population. In altogether too many instances now there is a communication gap between what is happening in counseling and working with adults in the individual setting, and the people who are planning education programs in the other settings. It seems to me that such a counseling center can work very well as a vehicle for communication in both directions.

The third implication for evening student personnel administration is the development of some new services that for the most part do not exist. Let me illustrate this with two brief points. One is educational programs for the unready; so-called vestibule programs that are non-credit and located outside the facilities of the institution and do not have any planned curricula from the outset but where this emerges as a sensitive instructor works with a small group of people who are qualified in many ways to be learners within the university adult education program but who are not prepared at this point in time to move directly into the offerings that exist. A concern for reading and study skills may be a major function here, or a concern for the development of self-confidence in the ability to perform in a rigorously intellectual setting.

A second illustration regarding new services has to do with relationships with other agencies. I am suggesting that in some sort of adult education council, contact between people who are concerned with continuing education in a number of different types of adult education agencies, should be made.

I expect that continuing education divisions will be increasingly concerned with working with and through other types of adult education agencies in the community, so that some population that you would like to reach very much can be better reached if you will work with twenty-five people who are connected with the public school adult education programs, or the programs of the church groups, so that each of them can work with a target population that perhaps they can more effectively reach in the long run with your assistance, than you could serve directly.

My final implication is the desirability that I see in the development of neighborhood information centers that would service many different types of adults in continuing education programs. These could be in a store front in a neighborhood in which tens of thousands of people would live. This would be a place not only where people interested in adult continuing education could stop in to get information about the hundreds or thousands of units and organizations and groups that are concerned with continuing education for adults and try to locate one that would be appropriate for their concerns and needs; but also the center could be concerned with a means of outreach in that neighborhood for the unready.

People connected with the neighborhood information center could serve a counselor role unlike the typical role of sitting at your desk and waiting for people to come in the door. This would be a matter of going out into the neighborhood and having contact with some of the organized groups and agencies that exist within that neighborhood and through this contact begin to establish a better and a clearer image of the available resources that already exist and could service the individuals and groups in that neighborhood. I am suggesting also that this would require continuing contact with the many agencies that are concerned with adult and continuing education.

Eventually I would see this process computerized, so that the information would be supplied by the community colleges and the colleges and the public schools and the libraries and all the rest on a monthly basis, stored in the computer, and made available at one of these neighborhood centers. Somebody walks in the door and you "punch in" their concerns, and you get a print-out right there that you can hand to the person. This provides information about courses, the name and address of the person to contact, and so on. Under this system, the updating function is feasible, whereas in the past in a place like New York City, this has been virtually impossible.

In conclusion, what I am saying is that I hope that you will add to your agenda for ESPA regarding your leadership role, a concern with not only the very important task of counseling the adult student, but also establishing more effective working relationships between the student personnel function and the program development process within the institution in which you work.

NATURE OF THE ADULT STUDENT

Dr. Kathryn S. Randolph
Director
Minnesota Planning and Counseling Center
University of Minnesota

I am going to begin by discarding all the papers which I had prepared for this occasion, and instead speak to you directly from my own experience.

I am concerned that we tend to veer away from the concept of student personnel. We believe that student personnel services ought to give the student that which is not offered in the classroom, but we have overwhelming numbers of students with which to deal.

At the University of Minnesota we have 46,000 to 48,000 full-time students and 29,000 students involved in evening and extension work on campus. In addition, we have many unrecognized and unidentifiable students. We have one full-time counselor for those 29,000 students. From this you can recognize the condition of adult education at the University of Minnesota. We have the same fragmentation that Dr. Knox mentioned. There is absolutely no coordination although since last November we have had a Vice President of Continuing Education.

At the University of Minnesota, Dean Williamson continues to exhibit the kind of foresight which he has for years. He believes that one of the major things wrong with student personnel services in higher education is the building of structure upon structure, etc. We are hoping that by attempting changes with our existing personnel workers we can include our unrecognized and unidentified students in our regular student personnel structure. I have prefaced my remarks with these statements so that you can understand my frame of reference.

I am tired of labeling. This association may become enmeshed in labeling. We have many labels in education such as "late bloomers," "overachievers and underachievers," "disadvantaged," "culturally deprived," "mature," "teen agers," "hippies," "Negro," "teeny-boppers," and "average."

At the University of Minnesota we have evolved the fact that over 46 percent of our full-time day enrollment is over the age of 22. This came as a surprise to the administration. What would be the figures on your campus?

We have no way of collecting data about these adult students. After sixteen months of this, the only characteristic we have been able to determine is their age. This is not peculiar to the University of Minnesota. It is also true throughout the Big Ten. The lack of collection of data hinders the describing adequately the nature of the adult student.

We have categorized twelve or thirteen types of part-time, unrecognized students. These include the following:

Anyone enrolled part time whether in the day or evening, regardless of degree candidacy. Student personnel services are available to these students during the hours of 9 a.m. to 5 p.m., and by appointment.

Graduate students.

Professional students in the fields of law, medicine, and dentistry. We make no effort to be of any assistance to these students in any way.

Returning verterans. This is a fast-growing category.

Retired workers. Many of these retired workers land in law school. We are getting many of these retired workers because of the early retirement policies of many major companies (such as General Mills.)

Many women who, according to statistics, can expect to live until age 76, are retired at 45 from General Mills. These women are seeking a second career.

Women whose multiple roles necessitate a broken pattern of education.

Students brought to the campus by the specially formed programs which admit them as special students. Some of these cannot even read and write. These students need help from the student personnel services program in the worst kind of way. They need referral to a public school or remedial program.

Skilled and unskilled technicians seeking a better life through the vocational opportunities provided by college courses.

Those seeking better community leadership.

Minority groups. Included in these are the Negro population as well as the Indians and Mexicans and foreign students and their wives. These are just some of the categories which we have defined. Many of the categories may be overlaping.

Another characteristic of the nature of these students is that we have determined that the leadership of dissent is coming from the 25 year old part-time, unrecognized students we pay no attention to. They are not on committees of the university. They have a silent appeal. Some say the 25-35 age group is a command generation. I say they are going to become a demand generation. If our enrollment is growing now at the rate of 72 percent as opposed to 22 percent in the traditional age group, I think it is about time we gave them an ear. I will go one step further, and say they are cheated and that higher education should be indited for cheating these people.

One of the things that bothers me the most is to read in the newspapers that this vocal minority represents 2 percent of the student population. They do not realize that this unrecognized evening student body should be added to the percentages.

A Case History (in addition to labeling we just love case histories). We spent over 45 minutes discussing whether there was any difference between the closed and the open door method of counseling, and whether there was any difference between counseling the adult and the younger student. This is the kind of nit-picking that we do.

Ed Williamson has just published a book on vocational guidance that cuts across the board. I am impressed with the book because it talks as if all students were adults in the largest sense of the words--in that they have the right to freedom of choice. Their vocation might be the church or just being a housewife--vocation in its broadest sense. If we deny the freedom of choice to any of the student population, we are infringing upon their rights. If we do, they have a right to protest against us, and I think they are going to do so. There is a slowly growing movement in our schools. It is going to put to shame the dissent that is there now. Freedom of choice means, of course, freedom to make an informed choice.

Within the label of average, any group is a sum of individuals. We must, therefore, not neglect the one-to-one relationship. I believe that group counseling with adults is totally ineffective. I think the days of the women's programs are done--they have served a very useful purpose and have been very helpful. I see most of them becoming male and female counseling centers or discarding these labels entirely and becoming the centers about which Dr. Kaback talked because the funding is there and they are established. I talk to as many men as I do women. We must recognize that these people are individuals. They are the most concerned and dedicated of all the student populations.

A survey of 107 universities showed that no special consideration is being given to adults. It is not considered necessary to have any special body of knowledge dealing with adults. This is a fallacy. I say this from my years of experience in dealing with adult women. In the first place, women lie. They never tell you the truth. The married woman doesn't give you her vocational aim. She says, " I want to be culturally enriched," when she means, "I want to get into teacher preparation. How long will it take me to graduate?"

At all meetings I attend, I am impressed with the lack of honesty on the part of all student personnel people in dealing with students. I do not understand why this must be so. I do not believe there is a necessity for anything that smacks of cloak and dagger in dealing with students and that this is particularly true when you are dealing with adult students. Mr. X knows we make a profit on the bookstore--he knows because he runs four bookstores himself. Here we need basic honesty. We tend to talk down to students, but this will not work with adult students. The adult student is too smart to be preoccupied with the Ivory Towers run-around that we give undergraduate students.

This is the one message I would like to leave this group to ponder over when developing this organization. If you can have the same respect for the student as a human being as you have for one another, you might have an opener, you might have a chance.

Luncheon

PRESENTATION OF BERNARD WEBSTER REED PLAQUE

Dr. Emerson Coyle, President
Evening Student Personnel Association

At this time it is my very pleasant duty--I am extremely lucky. I get all the pleasant assignments--to make the presentations of the Bernard Webster Reed Award.

Diogenes quested for one honest man. Dr. Randolph referred to honest student personnel workers in her provocative talk this morning. This year we are proud to point out that we had a problem in selecting the winner in that we had two outstandingly well-qualified individuals rather than one. We solved this problem by selecting both.

The recipients of the award this year are Jean Rockwell Smith and Jerrold I. Hirsch. Now a few words about each.

This morning I mentioned briefly the problems of attractive, bright people. Happily these two attractive human beings, these two bright human beings, are the exception. They are individuals who are maximizing their potential.

Jean Rockwell Smith received her baccalaureate and master's degrees, the baccalaureate magna cum laude, from Rider College. She is closing in fast on her doctorate at New York University. She has contributed significantly to the growth of this organization and to the growth of adult education in general. She has held virtually every office in this organization except, as of now, president. I am hoping that she will hold that position in the not too distant future. She has served in exemplary fashion as secretary, as compiler of Proceedings, and as vice president. She is currently secretary of the organization. In addition to her service in this organization, she is also a participating member of several other organizations--AUEC, AEA, NEA, NJBEA, and EBTA. She is past secretary of the Trenton Rider Alumni Club. She is Archivist for the Graduate Society of Rider College. This is not her first award for distinguished service. She has received a Certificate of Merit for Outstanding Contributions from the International Association of Evening Student Councils. She is listed in the 1967 Edition of Who's Who Among Outstanding Young Women of America. It is with pleasure that I call upon Jean Rockwell Smith to accept upon behalf of the organization the Bernard Webster Reed Award and call upon her for a few words.

Jean Rockwell Smith. Thank you all, very, very much. I have been a member of ESPA for six years now. I have been a part of her trials and her tribulations, her triumphs and her glories. I have compiled Proceedings, ridden subways (and gotten lost) going to meetings and I have transcribed reams and reams of minutes. I have had the privilege and honor of making many new friends throughout the years and have been fortunate to work with a distinguished series of presidents and executive boards. However, I would like you all to know that of all the honors I have received and of all the benefits I have had accrue for participation in various organizations, this really is the greatest, and I thank you all for it.

Dr. Coyle. The second recipient is Jerrold I. Hirsch. I am sure you are quite familiar with him. I have some notes, but let me speak personally for a minute.

I would like to say that I have known Jean and Jerry for ten, fifteen, or twenty years--but it is just not so. I have known them for two or three years, but in that length of time they have worn better than many individuals that I have known for a much longer period. Both of them are "doers" as well as "sayers."

Our convention this year and for many years have been attributable in large part to Jean and Jerry.

With respect to Jerry's participation, his background over the years, let me say a few words. He received his baccalaureate from City College, a master's degree and professional diploma as Dean of Students from Columbia University, and he has done additional graduate work there. His contributions parallel and are in large part the cause of the success ESPA has enjoyed to date. He has held without exception each and every office in the organization, including, of course, the office of president. He was my predecessor. Currently he served as chairman of this convention. He is serving as our representative on the program committee to the Galaxy Conference to be held December 1969.

He is resourceful and extremely effective in actualizing plans. His work background has consisted of ten years in the camping field and an internship at Pratt Institute in Brooklyn. He has been assistant director of the John H. Fendley Student Center at City College, director of the Center and student activities at Newark College of Engineering, and, currently, he is director of student activities at Nassau Community College.

As with Jean, it is a distinct pleasure to invite Jerrold I. Hirsch to accept this award. Jerry, can we prevail upon you for a few words?

Jerrold I. Hirsch. Dr. Martha L. Farmer tells the story of the three graduate students fresh out of graduate school needling her into her pioneering efforts in the area of services to students in the Evening College and Continuing Education of adults in higher education. If not for her sincere interest in me as a professional person, and her deep concern, I would not have been part of this movement today.

My many thanks to Dr. Farmer and to the many members of the association and executive board members for this outstanding honor and achievement.

Dr. Coyle. One message has been received addressed to Dr. Farmer and signed Sherman Kent, Rider College. It reads: "Congratulations to Jean Smith and Jerry Hirsch on their new honors. Best wishes for a successful conference and a bigger and better ESPA."

BUSINESS MEETING

Presiding:

Dr. Emerson Coyle, President
Evening Student Personnel Association

Dr. Coyle I would like to make a few remarks in the way of recapitulation concerning what has happened since our last convention.

At our last convention, held in this room a year ago, it was moved that we charter the organization. That has been done. It was suggested that a Research Committee be appointed. That has been done. It was suggested that a Journal Editor be appointed. That has been done. It was suggested that membership recruitment be undertaken somewhat intensively. I will report a little more in detail on that in a moment.

There have been several personnel changes. Our former treasurer, Ruth Hindson, has married and moved to the West Coast. Rosalie Pisciotta who had been our former treasurer was invited to resume that position, which she did. Darrell Hilliker who had been appointed Membership Chairman asked to resign that position for personal reasons. This position has since gone to John R. Lannon of Brooklyn College.

I would like to pay some public tribute to John Lannon. He has mailed out about one thousand letters of invitation for membership and applications for membership. I believe that I can honestly say that our membership at the moment is at an all-time high. However, it is very low in terms of what it could and should be and what I hope it will be. The numbers are approximately 44 institutional members, 36 professional members, and 8 pending. That adds up to roughly 86. Last year I expressed the hope that we hit at least 300 within the next two

Committee. Both have most graciously consented to do so.

With respect to the Galaxy Conference, no verbiage at this moment. I believe you have all picked up copies of this brochure. I am gratified to see ESPA as one of the sponsors; however, much work remains to be done, and I am counting very heavily upon Jerry who has initiated the programing in rough outline and on Dr. Randolph to assist in this effort. I pick out one or two individuals--please do not misunderstand. All of you are invited to participate in any way that your interests lean.

I mentioned earlier that Dean Moseley graciously consented to become editor of the Journal. Bob, may I ask you to say a few words now? I'll start by throwing one or two leading questions at you. Would you resent it if anyone were willing to help you with the Journal? Are you overloaded with articles to be published?

Dean Moseley I need many articles, so if anyone has anything that they feel has merit and would like to have published in our Journal, please pass it on to me personally or send it to me. I should like to have the Journal prepared by early in May.

Dr. Coyle Here is your chance for early publication. However, I do not want to mislead. Just sending something in does not guarantee that it will be published.

Dr. Randolph May I ask for consideration of the idea that the title of the organization be changed to Adult instead of Evening Student Personnel Association?

Dr. Coyle Definitely. But may I ask one favor. May I defer that for possibly ten or fifteen minutes. There are a few things I would like to get through first and then by all means you have the floor for that and we will have discussion on it.

Dr. Randolph All right.

Dr. Coyle With respect to Galaxy, Jerry Hirsch made a trip to Washington last June for which he was only partially reimbursed. I went down to Philadelphia last fall and I was up to Montreal last fall on a North American Conference on Adult Education Personnel. The point I would like to make is that we are individually doing our darnest to try to hook in to produce something. Dr. Randolph has graciously agreed to serve in a liaison capacity as far as programing is concerned. What I am trying to say is that, even though you may not be notified of it, the Board in general is trying to pull its own weight.

So much then for stewardship except that we have something over $500 in the treasury at the moment.

There are a couple of motions that the Executive Committee would like to put before you. I did mention that we have chartered. This has an obligation of setting up a board of trustees. The Executive Committee met yesterday and came up with a resolution that we would now like to put before you for your consideration. Jean, would you please be kind enough?

Mrs. Smith One of the stipulations set up by our papers of incorporation is that we elect trustees for the corporation during our first annual meeting which is today. Therefore, on behalf of the Executive Committee, I would like to move that the following people be invited to serve as Trustees of the Evening Student Personnel Association:

Dr. Martha Farmer	Three Year Term
Dr. Kathryn Randolph	Three Year Term
Dr. Esther Lloyd-Jones	Two Year Term
Dean Daniel Lang	Two Year Term
Rev. Frederick Canavan	One Year Term
Mr. Jerrold Hirsch	One Year Term

Dean Moseley I second the motion.

Dr. Meyer A point of information. Can the Board of Trustees come from both within and outside the organization?

Dr. Coyle There is no stipulation on that. Frankly, we hope to recruit the trustees as members, but legally they need not be.

Dean Phoenix What will be the responsibilities of the trustees?

Dr. Coyle Primarily guidance, supervision, and trusteeship. That is to be worked out--it has not been as yet. The only specification in the charter is that there be such a body. It is hoped that as far as geographically possible the Board of Trustees will meet with the Executive Committee. Effort was taken that no current officer of the organization be recommended as a trustee lest there be too much talking to ourselves.

Dean Phoenix There is a legal responsibility, I believe, that a trustee must assume. Has any consideration been given to that?

Dr. Coyle Let me answer you this way. There is legal responsibility, but I don't know the legal implications of this. We are going to wing it in the sense of playing it by ear, developing the papers as we go along. If you are willing to go along with this, we are going to take the calculated risk that things will pan out. It is a gamble; it is a beginning. I have a hunch that two years from now we will have the duties and responsibilities defined on paper. At the moment it is a matter of getting the organization off the ground, of complying with the legal requirements, and hopefully involving leaders. May I call the question. Will all in favor please raise their hands. Opposed? The motion is carried unanimously.

On the Executive Committee we have an academic problem--delinquency, truancy, absenteeism. We are not going to attempt to counsel our colleagues. We are going to be somewhat directive. We have a motion designed to correct this problem. Would you read the motion please, Jean?

Mrs. Smith I move that the following be added to Section IV--Officers of the Constitution. Any elected officer who fails to attend three Executive Committee meetings, including the annual convention, in the course of a year will automatically be relieved of his duties.

Dr. Meyer Seconded.

Dr. Coyle Discussion? Meetings are held monthly, and this is specifically meant to include the annual convention as one of these approximately ten meetings. At the moment all the officers are local. Two of them, incidentally, travel considerable distances to attend the meetings.

Dr. Meyer I think there is a parallel question here, not only of time but of expense. I think we should face the problem of raising dues to a reasonable extent so that people who do have to travel for the organization can be reimbursed. I think the dues are low, especially the institutional dues, and could be raised without a large amount of fuss from most institutions.

Dr. Coyle The point is most valid, but I believe it is separable from the item under discussion at the moment. The focus at the moment is on absenteeism.

Dr. Randolph Could a time limit be put on this, in the event the organization expands? This is for eternity the way it is phrased now, and might hinder getting representation from the Midwest.

Mrs. Smith I think we should remember we are talking about elected officers here; we are not talking about people who might come in an advisory capacity. I would think that elected officers of an organization should be able to make seven meetings out of ten a year. Perhaps we should involve people in other capacities, if they feel they can't make that many meetings.

Dr. Randolph I must say that I can't see that if the organization is going to grow, and I have already expressed my opinion that I believe it will, how you will get people to serve if they must attend monthly meetings. I know I wouldn't.

Dr. Coyle Again I would like to differentiate between the immediate problem and the future one.

Dean Phoenix I don't know that we can make such a division. Why don't we make some provision now, rather than go along for a year and then have to change.

Dr. Coyle All right--let's bow to reality. The Executive Committee is here. Are you agreed to accepting a one-year limit on this motion?

Executive Committee Members Yes.

Dr. Coyle May I now put this question to a vote. All in favor please raise their hands. Opposed? Abstentions? The motion is carried with one vote in opposition and one abstention.

I am going to take the liberty of one other item of business before recognizing Dr. Randolph and Dr. Meyer. We are looking forward to the Galaxy Conference in Washington in December 1969. The Executive Committee has wondered about the wisdom of offering resolutions at that meeting or possibly at our annual meeting in March. I have taken the liberty of asking Dr. Meyer to head up this committee. Admittedly this was premature. I would welcome expression of feeling from you. All members would be invited to submit resolutions.

Dr. Randolph I would feel that this is imperative.

Dr. Coyle Since no one is opposed, I am going to take it as the consensus that Dr. Meyer be appointed as the chairman of the Resolutions Committee. I am inviting all members here, and via Proceedings all members not present, to submit any and all resolutions to Dr. Meyer who in turn will submit them to the Executive Board which in turn will report back to you.

Dr. Randolph I think the present name of the organization is misleading and I think it takes a great deal of explanation to make clear to people what is the focus of the organization. I think that a substitution of adult for evening would clarify this. I will further extend this by saying that with the things that are occurring within other organizations, there is going to be a real need for a parent organization. I feel the present name is too restrictive.

Dr. Coyle May I make two or three very brief comments. We do have a legal problem in that we are now chartered, but this is not insurmountable. May I assume that this is in the form of a recommendation rather than necessarily in the form of a motion? There may or may not be merit in (and I have no love for committees) having this referred to the Executive Committee to digest and to make recommendations. This has already come up in the meetings of the Executive Committee.

Dr. Randolph I would rather place it in the form of a motion.

Dean Moseley Seconded.

Dr. Coyle The motion has been made and seconded that the title of the organization be changed to Adult Student Personnel Association. Is there any discussion?

Dr. Farmer There is nothing in our constitution that forbids a name change. May I also point out that before the book sponsored by this organization came out I completely changed the title from evening to adult. As editor I went through the book and deleted half the evenings out of the book and substituted adult in an effort to up date it. When the organization was originally founded, the only identifiable part of the adult population was in evening colleges. Now we have expanded to a point where we recognize adults are going to continue to multiply and the word adult would be a much more effective thing. I would also like to point out that Dr. Meyer suggested this a number of years ago.

Question From Floor Doesn't the word student in the title imply some connection with a student group?

Dr. Randolph In defense of this, student personnel services is a direct identification with education beyond twelfth grade. If you do not put student personnel services in there you are going to be confused with the various ADA efforts, some of which deal with adult education on the secondary and below levels. Student personnel services is identified as a term within higher education.

Dr. Meyer I wonder if the term adult is what we need. I would suggest Continuing Education Student Personnel Association.

Dr. Randolph I object. I am trying to avoid what we talked about today--the building of structure upon structure. This organization well could be the principal organization for student personnel services for adults. If you limit it to continuing education, you are going to put it in an entirely different bracket in the Midwestern universities. It will be fragmented then off into a different thing.

Dean Phoenix I don't have any objection to changing the title, but perhaps this should be considered a little more fully. Perhaps this should be referred to the Executive Committee and the whole membership be given an opportunity to consider alternatives.

Dr. Randolph There are changes taking place within other groups that will take place within their professional meetings this spring. If we wish to attract to our membership those people who have concerns, I would think it would be a matter of expediency that we change our name now. In various brackets of American College Personnel and APGA I am making some changes myself and my cohorts in crime are also and they are going to do it in March or April of this year. This is my reason for presenting this precipitously, I admit, at this time.

Dr. Meyer Call the question.

Dr. Coyle All in favor of the motion to change the name of this organization to Adult Student Personnel Association please signify by raising hands. The motion is carried with one opposing vote.

Dr. Meyer I would like to move that the Executive Committee be directed to review the question of dues with an aim toward upward revision of institutional dues.

Mr. Hirsch Seconded.

Dr. Coyle All in favor please signify by raising hands. Motion is carried.

Mr. Allen Would it be possible to have other categories of membership for those interested, but not professionally involved? For example, associate memberships?

Dr. Coyle At the present time anyone can join as a professional member. Professional means $5 in dues in contradistinction to institutional which means $10.

Dr. Meyer Is it still possible for one person to hold two memberships?

Dr. Coyle Yes, that is true. In a sense, one vote is a proxy vote for the institution.

The Executive Committee will study the recommendation that associate memberships be established at its next meeting on March 22.

Mr. Allen I believe the Executive Committee should also study whether or not the institutional representative will carry the same weight in voting as the professional member.

Dr. Coyle We will also consider that suggestion.

Dean Phoenix I am wondering how our name change will affect our participation in the Galaxy Conference.

Dr. Coyle What we have is just a preliminary brochure. We should have no problem changing our name for the actual program in 1969.

Dr. Meyer I am on the Program Committee for AUEC and we are meeting in Chicago in March to plan for the next convention in San Francisco. Would the organization like to direct me to suggest a spot on the program for ESPA? The Student Personnel Committee of AUEC of which I was chairman is not active this year. It would be a fine opportunity for this organization to do some recruiting on the West Coast.

Dr. Coyle Let's say that you are warmly invited to promote the welfare of ESPA at that meeting and to explore the possibilities of co-sponsorship of a program, etc., and to report back to the Executive Committee.

Mr. Hirsch Is there a report from the Constitutional Committee?

Dr. Coyle That committee is chaired by Dr. Palais who is not here; therefore, there is not a report from that committee.

I would like to make two personal comments before calling for a motion to adjourn.

Sincerely, deepest appreciation for your active participation.

I would like to apologize to all concerned for not being able to attend all of the meetings at this convention. Reality in the form of death has obtruded and I have to catch a plane at Kennedy at 7:27 tonight. May I have a motion to adjourn.

Dr. Meyer So moved.

Dr. Coyle The meeting is adjourned.

TRAINING COUNSELORS FOR ADULTS

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Each year numerous educational and vocational counselors assist young people to enter an expanding technological and scientific economy. Paradoxically, however, the very men and women who laid the foundations for this economy, and to which they have devoted their strengths and their ideas, do not themselves have access to counseling services that would enable them to live and to prosper more effectively in a society which they helped to create.

Accurate figures are not available but it has been estimated that over fifty million men and women were enrolled in some type of adult education in 1960, presumably with the expectation that further schooling would enable them to participate more productively in the life around them. (68). The best estimates of adult enrollment in colleges, excluding those who have returned for advanced degrees, is about a half million. (58). Other reports indicate that adult education enrolls more than twice as many adults as the regular day colleges. (11).

With increasing emphasis on continuing education, it is conceivable that student personnel workers, for adults who attend evening colleges, will be in as great demand within the next decade as are the high school counselors of today. (68).

A few colleges and universities have made some attempts to provide student personnel services for adults in evening colleges. (8, 21, 32, 34, 37, 38, 46, 56, 65.) However, criteria for the selection of applicants and special training programs for counselors in student personnel programs for adults are almost nonexistent. (33).

Before we begin our discussion of Training Counselors for Adults, it might be well to examine a few of the techniques and procedures used to select applicants for elementary and secondary school guidance and counseling and college personnel work in general. There appears to be some agreement among training institutions (3, 35, 50) that undergraduate grade-point averages and the personal interview are among the most useful criteria for the selection of applicants. A few graduate schools also consider results from tests like the Graduate Record Examination or the Miller Analogies Test of equal importance. (7, 28). Letters of recommendation from former teachers, employers, and others, although of lesser importance, are usually required. (2).

The use of the MMPI, the Bernreuter, and other personality tests for selection purposes have been reported, but data are lacking with respect to their particular contribution. (13, 29). Undergraduate specialization in psychology, education, or sociology appear to be the most favored. (42, 52, 64). Applicants for admission to programs of student personnel services for adults should also have been exposed to academic experiences that emphasized human behavior and adjustment to societal values and demands. It might be equally important for these particular applicants to have had sound training in economics and the labor market, as well as varied work experiences before they are accepted for graduate training in the area of adult advisement and counseling.

With regard to the utilization of tests for selection purposes, until such tests demonstrate higher validity than they have in the past, the time utilized in administration and scoring might perhaps be better spent in thorough personal interviews with each applicant. This is not to say that there are established criteria for patterns of personal qualities

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that college admission officers are familiar with as they try to ascertain the suitability of each applicant for admission to graduate study in the field of student personnel services for adults. But a perceptive interviewer, free from bias and genuinely interested in people, should be able to determine from the pre-admission interview, an applicant's real feeling toward people and their problems. He should be able to learn whether the applicant has a basic tolerance for various ethnic groups and respect for those who come from socio-economic settings that may be quite different from his own. (3, 24).

The college admission officer should be able to appraise an applicant's image of the adult and his potentialities; whether the applicant subscribes to the belief that man is capable of perceiving and assimilating new concepts, new learning experiences, and new ideas regardless of age or sex or former limiting experiences; whether the applicant really believes that man is capable of self-direction, self-control, and self-determination.

The college admission officer should be able to evaluate whether the applicant vacillates, whether he takes himself too seriously, or whether he is secure enough to maintain his essential convictions about values and human conduct even when these are threatened by the provocative, the seductive, or the aggressive individuals who seek his services.

He should also be able to judge whether the applicant can respond spontaneously to the amusing and the witty, for a sense of humor often underlies an attitude of graciousness and modesty and helps place role and responsibilities in their proper perspectives.

And finally, a sensitive interviewer should be able to ascertain an applicant's personal feelings of security, his feelings of worthwhileness;

his realistic attitudes toward society and life; his capacity to form worthwhile relationships with others, as well as his ego strengths to withstand reversals in his own life. The interviewer should be able to conclude whether the individual who now seeks admission to a program of training in the area of student personnel services for adults has accepted as one of his basic beliefs the adequacy of man.

With regard to the professional preparation of student personnel workers for adults, trained counselors at evening colleges have had to adapt principles and techniques formerly developed for counseling younger college students. On the basis of their experiences, many of them have indicated that a two-year graduate training program in the several major areas would probably best prepare the student personnel worker interested in advising and counseling adults, but that directors of such programs be encouraged to complete doctoral study. (3).

The suggestion has also been made that even where a prospective candidate is interested in, and later may be responsible for, only one phase of a student personnel program, the training institution should provide a common core of broad, general areas for all personnel workers preparing to work with adults. Interdisciplinary seminars which could integrate relevant information from anthropology, philosophy, sociology, psychology, economics, international relations, political science, taught by experts in their respective fields, rather than a series of individual courses, would help to further and deepen a trainee's understanding of the problems and issues that he would later be called upon to handle. (66).

Throughout his preparation, the trainee should learn to understand the relationship between the complexities of changing social-cultural forces and the anxieties and conflicts which these may provoke as the adult tries to find his place in a changing society. The trainee should have to perceive the possible sources of strength that motivate an adult in the direction of particular goals. He should become sensitized to the fact that the stronger an adult's motives, the more firmly are they grounded on the inner needs that he may be trying to resolve through the assimilation of knowledge and skills relevant to his major purposes.

The student personnel trainee should learn to recognize the personality attributes of those adults who have not yet emerged from adolescent difficulties and who might be using attendance at evening college to help them to become more independent and self-reliant. On the other hand, the trainee should also learn to advise those mature adults who have already achieved a balance between gratification and frustration. (27, 43, 62, 63).

The graduate student in personnel training program will not only have to learn to become more aware of the frustrations of the older adult as this adult tries to cope with the problems of declining years, declining abilities, adjustments to loss of spouse or the onset of chronic illness, but he will also have to learn to understand the essential characteristics of the problems that confront the younger adult as he tries to adjust to future educational-vocational plans in relation to marriage and the responsibilities of home and parenthood. (8, 9, 39).

There are also a number of specific skills that are necessary in the professional preparation of the student personnel worker for adults in evening colleges. Counseling, the heart of student personnel services, merits special consideration. Training institutions, for the most part, continue to devote more time and attention to procedures, methodology, and techniques of counseling than to the socio-psychological aspects of human relationships in a personal two-way communication system. Moreover, the student in personnel services who may later work with adults, receives very little training in short-term counseling skills. The adult, unlike the full-time day student, does not have time for a series of counseling interviews. In this connection, it is interesting to note that while many research investigations have concerned themselves with the values and limitations of various counseling theories (22, 55, 69), and the role of the counselor (14, 15, 17, 25), very little has been written about short-term counseling. In general, trained counselors in evening colleges have had to adapt their knowledge about counseling theory and methodology, developed for younger students, to fit short-term contacts with adults.

Whether the student in personnel work will eventually engage in long or short-term counseling, present experience suggests that a warm, permissive atmosphere, a positive attitude toward the counselee, respect for him as an individual, confidence in his ability to solve his own problems, and sensitive listening to his interpretation and appreciation of the ongoing counseling process, continue to be the basic elements of good interviewing and counseling procedure. (57).

Other important skills that student personnel workers usually develop during their training period are the administration, scoring, and interpretation of various types of tests. But as student personnel workers become more experienced, perceptive, and sensitive to the needs of their counselees, they also become more aware of the fact that tests yield little information with regard to latent ability even though test results may point to progress in academic achievement. (5, 6, 10, 23, 30). The task of determining the academic potential of the adult student is very complicated. (16, 18, 19, 42, 62). There are very few tests especially designed for adults. There are virtually no criteria that might be used to evaluate the intellectual and motivational factors which have enabled an adult to be original and creative, to make decisions, to adjust to difficult circumstances, or to take responsibility and to provide for others. There are no measuring devices whereby the "intellectual-experiential" determinants of an adult's life may be equated with those required for academic success at the college level. Students in personnel programs of study, therefore, will have to be encouraged to acquire knowledge about test construction, theories of reliability and validity, differential criteria, so that they may eventually be able to participate in the construction and standardization of tests for adults.

In addition to counseling and testing skills, the student who is learning about personnel services for adults will need to know how to keep records and how to evaluate the information from records in light of personal communication obtained during an interview. He will also be required to become acquainted with various group counseling methods so as to assist adult students to make more intelligent decisions with respect to educational, vocational, and personal problems. He will have to be informed about local and national socio-economic trends in order to be able to help the adult plan for his educational and vocational future. He will need to know how to secure loans and scholarships from unions, management, and financial aid from the government. He will have to become acquainted with the broad purposes and objectives of his particular academic setting. He will have to learn how to work most effectively with the administration and with the teaching staff. He will have to learn about placement centers and counseling centers where diagnostic and treatment services are available for adults who require a professional competence for which the student personnel worker has not been trained.

And, he must have a variety of supervised practical experiences under able, qualified counselors in order to relate theoretical concepts learned in books and discussed in classrooms, to the actual counseling of adult students. (20, 54, 59). In this connection, the selection of the supervisor is of utmost importance. Students in personnel training programs often view their relationships with supervisors as the most valuable phase of their graduate training.

In addition to developing competence in practical skills and the deepening of his understanding of theoretical concepts, a trainee must be prepared to evaluate research, to engage in appropriate research himself, and to cooperate in the research with others. The challenge of unanswered questions and the inadequacy of professional knowledge in this field should serve to arouse professional curiosity for a long time to come. Pioneer research in the area of student personnel work with adults needs to provide answers to questions regarding short-term counseling procedures, suitable tests of admission and achievement for adults, evaluation of life-time experiences as criteria for academic success, the relationship of college experience to personality, and follow-up studies to test the effectiveness of personnel services. (33, 53, 57).

Lastly, but perhaps most important, the student in personnel services advising adults, must, from the resources of his own being, inspire these adults with courage to maintain the goals that intelligence, motivation, diligence, and good planning have charted for them.

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IMPLICATIONS FOR COUNSELING THE ADULT

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A very basic assumption that I should like to make at the outset in connection with Implications for Counseling the Adult is that both the counseling process and the projected aims of this process are firmly bound to the counselor's own concept of self and his own perception of the nature of man. According to Gardner Murphy (15), "...if he who offers guidance is a whole person, with real roots in human culture, he cannot help conveying directly or indirectly to every client what he himself sees and feels, and the perspective in which his own life is lived. Is it to be a technician's perspective, or are the techniques to be subordinated to wisdom in living? If the guide is more than a technician, he will not be afraid to guide."

To perceive man as a pawn caught in the swirls of his environment against which he has no strength or power to resist, or to feel that man has the ability to cope with the demands and stresses of his surroundings, will influence the resulting relationship and the counselor's role in the counseling process.

Whenever a counselor leads or directs, there appears to be pretty good evidence for his evaluation of the counseling relationship as one in which the counselee does not have the ability or the skill to reason for himself. Whenever a counselor supports, motivates and encourages a counselee to make his own decisions, the indications generally are that he has full confidence in the counselee's ability to develop insight and to learn to solve his own problems.

Attempts have been made to define the counseling process with respect to some particular school of thought. It has been described in terms of the group counseled: adolescent, parent, normal, or abnormal. It has been related to educational, vocational, social, or personal problems. It has been explained according to technique: client-centered, directive, existential, or other. (4, 17, 18, 28, 30, 19, 20, 31, 34).

The definition of counseling, recently developed at the Chatham Conference (17), while broad in its implications, was worked out with the adult in mind. "Counseling is a systematic exploration of self and/or environment by a client with the aid of a counselor to clarify self-understanding and/or environmental alternatives so that behavior modifications or decisions are made on the bases of greater cognitive and affective understanding." This definition assumes that the adult is sufficiently independent and responsible for himself and perhaps for others, to be able to develop a plan of action during the counseling process that can be actualized without the mitigating influences of those who feel themselves responsible for his welfare and adjustment.

Independent, resourceful or not, the adult only comes to counseling after he has spent a considerable amount of time debating with himself, and sometimes with others, whether or not he should come at all and often doubtful about the values of the experience into which he is about to enter.

Since the major determinant in the counseling process is the counselor himself, let us consider him for a few minutes. He brings to the counseling process all that he is, his standards, values, skills and knowledge. The feelings of self-worth and trust that he has toward himself enable him to be supportive of similar qualities in others. Empathic understanding of a counselee's difficulties and respect for the counselee's attempts to handle such difficulties can inspire a counselee to search more constructively for solutions to his own problems. A counselor's warm, accepting, compassionate and patient manner, conveyed in a climate of understanding, can help to arouse unrecognized values within a counselee himself.

Most theoreticians and practitioners in guidance and student personnel work argue about the relative merits of their particular counseling approaches. The majority of them, however, are in general accord with respect to the following time-honored counselor characteristics.

First and foremost is the counselor's ability to accept a counselee as he is, with all his problems and conflicts and instabilities. This acceptance is predicated on a real liking for or a "prizing" of the counselee. (25). Value judgments of good or bad, positive or negative are unknown; the counselee is accepted unconditionally. There are no conditions attached to the acceptance of a counselee in the counseling relationship.

Equally high preference is attributed to "congruence" (26), that is, no contradiction between what the counselor is and what he says. A counselor should be so aware of the nature of his own feelings and attitudes with respect to the counselee and his problems that he will have little hesitation about expressing his viewpoints openly. The effective counselor is unified, integrated, and consistent throughout his counseling relationships.

"Understanding," a key word in the counseling relationship, implies that the counselor is able to experience "an accurate, empathic understanding of the client's world as seen from the inside. To sense the

the client's private world as if it were your own, but without losing the 'as if' quality--this is empathy and this seems essential to therapy." (25).

While complete understanding may not always be possible, the counselee's recognition of the counselor's attempts at understanding, stregthens his own drive toward self-understanding and a better appreciation of his own worth.

The ingredients of acceptance, congruence, and understanding in the counseling process, whether communicated directly or on a feeling level to the counselee, provide the structure for the kind of relationship in which the counselee cannot but feel secure, nonthreatened, and supported. It is in this type of relationship that the counselor is perceived as trustworthy, dependable and consistent. In this regard, Rogers writes, "When I hold in myself the kind of attitudes I have described, and when the other person can to some degree experience these attitudes then I believe that change and constructive personal development will invariably occur." (25, p. 35).

Well-informed counselors, along with educators, philosophers, and others realize that human beings need human assistance to aid them to achieve their full potentialities; that the human self can only emerge in a society, for he has no real existence apart from it; that the self is not prior to society but coexistent with it. (13, 12, 6, 16, 21, 14).

A counselor helps to identify the abilities, interests and capabilities of counselees and encourages them to try themselves out in realistic situations. He assists the counselee to appraise and to reappraise his experiences in relation to his abilities. A major counseling goal is to try to enhance a counselee's educational, vocational, and personal status in accordance with interests, aptitudes and talents. The counselor serves as a supporting agent as the counselee takes a new look at old issues, reviews outdated information regarding skills and training, or examines conflicting relationships with associates at work or in the home.

One of the clearest statements in this regard, as applicable to the field of counseling as it is to education, was recently stated by U Thant, educator and Secretary General of the United Nations:

> "One of the most important tasks of the teacher, as I understand it, is to bring to clear consciousness the ideals for which men should live. Education cannot mean merely the development of our intellect or our potentialities, for there are potentialities for evil in us as well as for good. Nor can it mean mere preparation for life, because life may be worth living or it may not. Our educators must realize as clearly as possible what kind of potentialities they are to develop in their students, what kind of life they are to educate young people for. The ideals which constitute the essential elements of culture must first be clearly understood and appreciated. But all are not equally qualified to pursue the highest ideals. For many people, mere health or physical well being is a good enough ideal; some aim at moral and intellectual excellence; still fewer can properly aspire to a higher spirituality. In a well-ordered society, there should be room for people of different ideals." (29).

A counselor tries to remain free from bias and value judgments as he becomes better acquainted with the vocational and educational plans of the client. He strives to motivate his client to move in the direction that will continue to bring greater personal and job satisfactions.

Sometimes there seems to be some question as to whether the counseling process can really continue to remain uninfluenced by a counselor's own system of values. According to Williamson (33), "so long as counselors function in facilitating an individual's development within the limits imposed by his social situation," the counselor, consciously or not will be unable to remain "non-value bound." He is one, who feels that the counselor is quite instrumental in helping clients to become one or another kind of person. Where this is true, the counselor has a tremendous responsibility in noting the influence that he has over his counselees during the counseling relationships.

While there are no blueprints for the developlment of a counselor's sensitivity and skill as he tries to understand the subjective and objective communication of a counselee, he is the one who will continuously evaluate the ongoing progress of the counselee as he begins to examine needs and makes decisions. It is during the counseling process that decisions become correlated with interests and abilities and with the demands, opportunities, and expectations of a particular society.

Not only is the counselor concerned about the fuller development of those who seek his help in decision making and problem solving, he must also continue to expand his own personal and professional horizons. He knows that the quality of his counseling relationships are significantly affected by his own search and continuous evaluation of answers to questions about human conduct and the nature of the good life in a changing society. He must keep abreast of the newest theories and research in his own field, comparing with his own, the counseling viewpoints endorsed by others.

A counselor is ever mindful of the fact that he serves as the role model for his counselees. Their perceptions of him are influenced by their own expectations of him as well as by the way he is regarded in the academic community by others. Where the counselor is perceived to be someone with warmth, interest, and understanding, the resulting relationship is experienced as accepting and supporting. Moreover, when a counselee recognizes the counselor's faith in his ability to handle his problems, the counselee becomes more aware of attitudes and feelings in himself that have been long denied. The bringing of such attitudes and feelings out into the open, particularly when the counselee knows they will be accepted with respect and interest, encourages him to change his perception of self and leads to a more positive, realistic appraisal of self and capacities.

Throughout, it must have become evident that the counselee responds to the counselor as a person rather than to any particular counseling technique or method. An effective counselor does not engage in any lengthy discourse on personality dynamics and behavior, neither does he prescribe a course of action on the basis of a brief psychological examination. The ongoing relationships which enable a counselee to discover within himself the qualities that promote change and growth are not cognitive nor intellectual. The essential components of an effective counseling relationship include acceptance, trust, patience, respect, and empathic understanding. These are the intangibles which cannot be measured but they make the counseling process into a dynamic relationship in which both counselor and counselee learn, mature, and progress.

The counselor in student personnel work with adults begins with a belief in man's ability to grow and to change. He is concerned with immediate and with long range goals for his client. He hopes that the counseling relationship will help the client to:

1. discover how to actualize his potentialities;
2. develop capacities to respond to new experiences; and
3. learn to integrate such experiences into a meaningful confident pattern of life congruent with the deeper values of his society.

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COUNSELING THE ADULT STUDENT

Dr. Peter Meyer
Queens College
City University of New York

"The longest journey is the journey inwards"

Dag Hammarskjold

For the past ten years I have been actively engaged in the counseling of adult students; first as a counselor, then as a supervisor and teacher of counselors, and now as an administrator of educational programs which incorporate counseling as one of their primary concerns.

Also, during this period of time, I have been most actively engaged in promoting the cause of counseling the adult through ESPA, AUEC, and ACPA. I have attended seminars (Chatham), workshops, last year's ACPA conference on "Counseling the Adult Student," and countless formal and informal sessions on the subject. All this is said not to impress you with my vast experience, brilliant knowledge, and equally brilliant insights, but rather, as background for the awesome realization that my experience, knowledge, and insights have been leading me around by the nose in one gigantic circle. At this point I feel very much like Faust who, after delving into philosophy, medicine, theology, and law, cries out in despair, "Da steh" ich nun, ich armer Thor! Und bin so klug als wie zuvor;"[1] which freely translates "Man, after all this knowledge bit, I'm as hung up as I was before."

As a preparation for this conference, and particularly my part in it, my first inclination was to reread some of the thoughts I have committed to writing over the years. What a devastating experience this was! Yet, also enlightening.

Simultaneous thoughts and feelings crowd consciousness as material is reviewed. "Brilliant insight!" "How could I ever have been so naive?" "Here is an idea I can still maintain." "Why couldn't I have said what I really mean?" "What the hell did I really mean, anyway?" While these thoughts cause a great deal of anxiety since they seem to confirm a certain amount of instability, (and none of us want to be unstable!), they are, at the same time, gratifying. Confusion has always served man well. Restlessness and uncertainty are integral parts of the human condition. We are not the sum of the parts we have been, and can take no umbrage from this, but rather we are that which we are becoming. As May has put it, "Personality can be understood only as we see it on a trajectory towards its future; a man can understand himself only as he projects himself forward ... What an individual seeks to become determines what he remembers of his has been. In this sense the future determines the past."[2]

The central concept here is that change is neither good nor bad, neither to be coveted nor feared, neither to be permitted to occur nor stopped. Change is; and so being, must be accepted on its own terms. Acceptance here does not imply that we stand idly by while change happens to us. No! We are an essential part of change and, consequently, participants in the process of being and becoming in ourselves as well as others. It seems to be somewhat easier for us to accept "life" (whatever that abstraction means to each of us) as a process than it does for us to accept ourselves or other people as such. Through the dimension of time we see our lives flow--sometimes surging as an angry river, sometimes inching along as a muddy swamp--but always moving. We speak easily of life processes--birth, growing up, maturing, and finally dying. We observe this phenomenon not only within our own species but within all living things. Process--change--motion--growth--all concepts we readily accept and use to describe the world around us.

What of the human being himself? What of us? Our personality? Can we honestly accept the concept of process as not only something we do and observe but something we are? In speaking of adults who do not see themselves as complete persons, Schactel comes to the following, "...they want to substitute a fixed, reified personality for the ongoing process of living, feeling, acting, and thinking... They search for a definite stable shell called 'personality' to which they want to cling. Their quest is self-defeating, because what they search for is an alienated concept of a thing, rather than a living, developing person."[3] In less technical language our teen-agers would say they are hung-up! To be hung-up means just that; an unwillingness and inability to view oneself and others as process. The adult, in particular, has great difficulty in viewing himself as not only an instrument of change but as change itself. It is most difficult for us to overcome the notion that we are what we are and that the best we can do is to make the situation around us somewhat more bearable. How many of us really believe that we or our clients are capable of becoming, of continued growth, of the kind of basic changes we usually attribute to the first five years of life? More often than not, we see ourselves and our clients as fixed personalities moving in a changing world.

"Life is passing me by," says the client. And we inwardly nod our agreement and say life is passing us by, also. By this simple admission we become observers and relinquish our role as participators. For, if we are finished products, we obviously can do little to effect any but the most superficial changes within ourselves and others. We tend to look for purposes and meanings outside of ourselves because that which is us, being fixed, has fixed purposes and meanings. We assume various roles, the older we get the more diversified these roles become, and behave as if we were ourselves, finding meanings and purposes in these various roles as they are defined for us by society.

The quest for identity always seems to be just a bit too tempered with a reality imposed by others. How often do we allow ourselves or our clients to dream the impossible dream? More importantly, how often do we let ourselves or our clients act upon that impossible dream? In short, to what extent can we be free as individuals to help ourselves and others grow in processive and positive relationships?

This seemingly simple question has no answer. That is, no single answer which can be handed down from high. Implicit in the question is the necessity for each one of us to strive to become and attempt to help others to become. The nature of the helping relationship is as individualistic as the people involved. Dr. Kaback has set admirable guidelines in the two papers presented here[4,5] and I certainly do not intend to repeat what she has so ably said.

In recent writings, Rogers[6,7,8] has found that the perplexities of the human condition and the helping relationship can best be explained by allowing the kind of freedom and openness to experience already discussed. Rogers believes that the fully functioning person is a "human being in flow, in process, rather than having achieved some state. Fluid change is central in the picture."[9] He goes on to use such phrases as "sensitively open to all of his experiences," "live in his feelings and reactions of the moment," and "lives freely, subjectively, in an existential confrontation of this moment of life,"[10] to describe the fully functioning person.

It was the task of the Chatham Conference, referred to by Dr. Kaback, to attempt to find answers to some of the questions I have raised today. This was one of the most unusual and gratifying experiences I have ever been privileged to undertake and there is direct relevance to what took place in Chatham to what I have been saying.

The Proceedings,[11] while quite thorough, fail to convey the process of becoming which affected many of those who participated. Here was a group of counselors, counselor-educators, and interested professionals gathered for a week-long session on a topic we all thought we had already beaten to death. Many of us approached the conference with a good deal of scepticism and we really wondered whether there was anything new to learn. As one reads the Proceedings and also the shorter publication entitled Adults in Transition[12] nothing earth-shaking jumps from the page. We were unable to translate the process of what was happening to us to content which could be transmitted to those not present.

It should be mentioned that not all of the participants were equally affected. The entire experience shook some of us much more deeply than it did others. Some of us who were deeply affected have tried to recapture the process during the past three years. We have found this to be a futile and frustrating experience and have realized that what happened at Chatham cannot be repeated but it can be built upon.

Reading the Proceedings three years after the fact, I have come to realize that the content which emerged is really quite ordinary. We came up with an acceptable definition of the adult (although this definition did not come easily) counseling, and how to apply the latter to the former.

We described the settings in which counseling should take place and where we might find the people to train as future counselors. None of this contextual material was particularly new or startling, I believe.

What _was_ startling to those of us who experienced it was that the process of the conference enabled us to view ourselves as changing individuals whose conceptual framework was fluid and able to grow. We opened ourselves to an experience, found this experience non-threatening, and consequently were free to discard old concepts which no longer seemed tenable and accept new ones which were. We were able to be open to each other's experiences and this, in turn, enabled us to be open to ourselves. What occurred was important enough to become one of the seven major recommendations of the Proceedings. I would like to quote that recommendation in full:

> It was felt that the unusual dynamic of the Chatham conference was of importance equal to the recommendations that grew out of the conference. The conference itself was a dramatic, exciting learning experience which resulted in deeper understandings affecting the professional counselors and others who participated. It is hoped, therefore, that the techniques and processes which were used at the conference will be carefully described and analyzed so that the experience of the conference can be applied not only to similar conferences but to programs for preparing counselors.[13]

Dr. Kaback has said "...the counselee responds to the counselor as a person rather than to any particular counseling technique or method,"[14] and that it is the intangibles which cannot be measured which really make the counseling process what it should be. How true! And how difficult it is to transmit the _practicalities_ of all that has been discussed so far. We _do_ know what we want to accomplish. The purpose of our task is rather simple. Rogers sums it up as follows: "The purpose of most of the helping professions, including guidance counseling, is to enhance the personal development, the psychological growth toward a socialized maturity, of its clients."[15] The how to, or the reasons why what we do is helpful or not, is neither clear nor simple. Again, Rogers sums up our situation very neatly. "Our knowledge of the elements which bring about constructive change in personal growth is in its infant stages."[16]

What then can we offer each other in bringing the larger theoretic framework into useable helping situations? A perplexing question which I shall not answer because, first of all, I do not have the answer and secondly, I strongly believe that we must work this process out in direct confrontation with each other. Let me conclude with a few summary questions.

1. If the helping relationship is as individually oriented as it seems to be, how can the process by transmitted?
2. If adult-clients are in process, are continuously growing and developing, and can be open to their experiences, how can we, as adult counselors free ourselves to be in tune with this process?
3. Who should be our counselors of the future?
4. How can we structure future educational programs to incorporate the relationship as central to all learning?

Footnotes

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5 ______________, "Implications for Counseling the Adult," in Thompson, C. H. (ed), *Counseling the Adult Student*, American College Personnel Association, 1967.

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10 *Ibid.*, pp. 31-32.

11 *Proceedings of the Conference on the Training of Counselors of Adults*, Winchester and Boston: New England Board of Higher Education and the Center for the Study of Liberal Education for Adults, 1965.

12 *Adults in Transition*, Winchester and Boston: New England Board of Higher Education and the Center for the Study of Liberal Education for Adults, 1965.

13 *Proceedings of the Conference on the Training of Counselors of Adults*, p. 197.

14 Kaback, G. R., "Implications for Counseling the Adult," p. 19.

15 Rogers, C. R., "The Interpersonal Relations: The Core of Guidance," p. 428.

16 *Ibid.*

ROLL CALL

Mr. Robert Allen	University of Rochester
Mr. Martin Black	Staten Island Community College
Dr. George Brenner	Nassau Community College
Mrs. Jerome Chalmer	State University of New York at Buffalo
Dr. Emerson Coyle	Brooklyn College
Dean Richard Edell	State University Agricultural and Technical College at Farmingdale
Dr. Martha Farmer	City College, City University of New York
Mr. Murray Fullman	C. W. Post, Long Island University
Mr. Jerrold Hirsch	Nassau Community College
Dr. Patricia Jackson	Hunter College
Dr. Goldie Kaback	City College, City University of New York
Capt. Harvey Kaplan	City College, City University of New York
Dr. Alan B. Knox	Teachers College, Columbia University
Mrs. Felice Lewis	Long Island University
Dr. Peter Meyer	Queens College
Mrs. Matilda Miller	State University Agricultural and Technical College at Farmingdale
Dean Robert Moseley	Dutchess Community College
Dr. Elliott Palais	Kingsborough Community College
Dean Edward Phoenix	Rutgers University
Dr. Kathryn S. Randolph	University of Minnesota
Rev. Timothy Reardon	Fordham University
Mr. John Rutan	Rutgers University
Mr. Glenn Salsburg	Mohawk Valley Community College
Mr. Brian Seville	Sir George Williams University, Canada
Mr. George Sisko	Newark State University
Mrs. Jean R. Smith	Rider College
Mr. Al Troy	Corning Community College
Dean Peter Warnock	Dutchess Community College
Mrs. P. Wilker	Rutgers University

Guests

Mrs. Martin Black
Mr. Jerome Chalmer
Mr. John Coyle
Mrs. Murray Fullman
Mrs. Jerrold Hirsch and Master Michael Hirsch
Mr. Adolph Kaback
Mrs. Harvey Kaplan
Mrs. Robert Moseley and Family
Mrs. Elliott Palais
Mrs. Glenn Salsburg
Mrs. Al Troy
Mrs. Alfred Wagner
Mr. P. Wilker and Family

FINANCIAL STATEMENT

The Evening Student Personnel Association
June 1, 1967--March 1, 1968

The Accounts and Office of the Treasurer were given over to Miss Rosalie J. Pisciotta on January 5, 1968. The Evening Student Personnel Association account was transferred from the Chase Manhattan Bank to the First National Bank of New Jersey on January 31, 1968 with a cash balance of $83.15.

June 1, 1967 Balance		$ 465.56
Income		
Membership	$ 511.00	
Journal subs	3.00	
Interest	3.70	
Check ret.	11.40	
Conv. regis.	220.00	
		749.10
		1,214.66
Disbursements		
Printing & stat.	230.00	
Incorporation	181.00	
Postage	99.06	
AUEC dues	25.00	
Conv. deposit	50.00	
Engraving	35.00	
Misc.	10.00	
		630.26
March 1, 1968 Balance		$ 584.40

HISTORICAL DATA

ESPA Presidents

1961-1963	Dr. Martha L. Farmer City College of New York
1963-1965	Dr. George F. Knerr Pace College
1965-1967	Mr. Jerrold I. Hirsch Newark College of Engineering
1967-1969	Dr. Emerson Coyle Brooklyn College

ESPA Conventions

First Annual Convention--March 9, 1963
New York University, New York, New York
Loeb Student Center

Second Annual Convention--April 18, 1964
Drexel Institute of Technology
Philadelphia, Pennsylvania

Third Annual Convention--May 1, 1965
Columbia University, New York, New York
Men's Faculty Club

Fourth Annual Convention--April 21-22, 1966
The Treadway Inn
St. David's, Pennsylvania

Fifth Annual Convention--March 3-5, 1967
The Laurels Hotel and Country Club
Monticello, New York

Sixth Annual Convention--March 1-3, 1968
The Laurels Hotel and Country Club
Monticello, New York

Recipients of Bernard Webster Reed Memorial Trophy

1963	Dean Thomas A. Emmet University of Detroit
1964	Dr. Martha L. Farmer The City University of New York
1965	Dr. George F. Knerr Pace College
1966	Rev. Richard T. Deters, S.J. Xavier University
1967	Dr. Sol Jacobson Brooklyn College
1968	Mr. Jerrold I. Hirsch Nassau Community College
	Mrs. Jean Rockwell Smith Rider College

1967-1969 Executive Committee

President	Dr. Emerson Coyle Brooklyn College Brooklyn, New York
Vice President	Dr. Elliott Palais Kingsborough Community College Brooklyn, New York
Secretary	Mrs. Jean Rockwell Smith Rider College Trenton, New Jersey
Treasurer	Miss Rosalie Pisciotta Seton Hall University South Orange, New Jersey